



# Reaching Beyond Reading Levels

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Washington Elementary K-2 Family  
Literacy Night



# Welcome

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We cannot do this without you! Thank you for joining us tonight and taking part in your child's journey as a young reader!



# Tonight's agenda

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- Reading Levels deconstructed
- Exploration of leveled texts; connecting with other parents
- The how, why and what of reading levels
- Q&A

# Levels are for books, not for children.

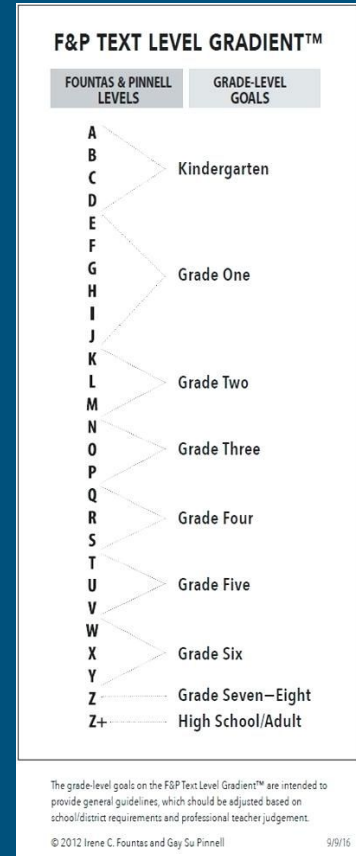
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## Text Characteristics:

Genre/Form	Text Structure
Content	Themes and Ideas
Language and Literary Features	Sentence Complexity
Vocabulary	Words
Illustrations	Book and Print Features

## Fountas and Pinnell Text Gradient:

- A tool for teachers to use in analyzing texts and selecting books for instruction.
- A tool for recording progress over time.
- A reference for teachers in designing lessons.
- A support for teachers in guiding readers to make good choices for independent reading.
- A guide to determining whether readers are meeting grade level expectations.
- A signal that a reader may need intensive intervention in reading.



# We are looking for change over time!

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We need to focus our efforts on what the child can do and what we can do to support them in moving forward.

Levels should not matter for children and parents. The behaviors and skills of readers within a level are what we need to focus on!

# Try it out!

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Take a look at the baskets of books on the tables.

Talk to a group of parents around you about what you notice in the different texts. Consider the text characteristics we discussed previously.

Try to put these texts in order of least difficulty to most difficulty!

What do you notice?

“Levels are a teacher’s tool, not a child’s label.”

-Fountas and Pinnell





# How teachers find a reading level:

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## **Accuracy**

Accuracy in reading can be calculated by counting the number of errors and self-corrections made while reading a passage of text. We search and analyze oral reading for signs of efficient or inefficient processing. We want to know what the child does at the point of error.

## **Fluency**

We consider the rate, phrasing, and expression of a reader over the course of several pages of text.

## **Comprehension**

This is measured to gain evidence of a child's understanding. Children show understanding by discussing or writing about the texts that they have read.

# Why do we try to find an instructional reading level?

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We want to know the behaviors of your child as a reader.

- Are they accurate but slow in their reading?
- Do they sound fluent and phrased but lack evidence of comprehension?
- Do they need extra time to process information when reading?
- What types of errors are they making while reading?
- Are the strategies that the child uses efficient, or do they need to be taught better ways to help themselves?

*“Learning how to read  
takes a really long time.”*

— Mrs. McMaster to a Washington student.

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# What do we do with reading level information?

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We form small groups for instruction, matching children with similar needs.

We track progress over time.

We determine if your child needs intervention.

We teach your child to be a reader of all types of texts, to read for enjoyment and to find specific information.

# Questions/ Feedback:

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Contact:

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*Find me in the Book Nook!*

Resources from tonight's presentation can be found at:

[www.washington.rbusd.org](http://www.washington.rbusd.org)

- Programs
  - Literacy Intervention



Thank you!

